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ABSTRACT

The report documents a problem solving approach to the adoption of procedures for dealing with serious behavior problems of severely emotionally disturbed and autistic students in California public schools. Summarized are a review of the literature, an analysis of general techniques of student control, and a list of advantages and disadvantages of such behavior control strategies as physical intervention, timeout, and corporal punishment. The end product of the project is explained to be an approved policy list of eight types of behavior control for use by classroom teachers. Specific procedures are described, (including parent involvement), and maximum duration information is listed. (CL)

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UNIVERSITY OF LA VERNE

DOCTORAL PROGRAM IN SCHOOL MANAGEMENT

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Change Episode Two

PROCEDURES FOR TEACHERS OF THE SEVERELY HANDICAPPED TO FOLLOW IN CONTROLLING SERIOUS BEHAVIOR PROBLEMS WITHIN THE CLASSROOM

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ABSTRACT

Public Law 94-142 requires the placement of special education students in the "least restrictive environment." With this increased emphasis on maintaining students on a regular campus, many new problems arise. Students classified as "Severely Handicapped" are being assigned to schools rather than hospitals and institutions. With this new trend, teachers are faced with the problem of control of severe emotional outbursts; thus procedures are needed for the control of these outbursts within the confines of the classroom.

This study included a review of the literature to determine the types of behavior control for the severely handicapped that are currently being used. Results were noted, and procedures that could be utilized in a classroom with minimum equipment and training were investigated.

The result of this study is a list of procedures which have been approved by the administrative leadership of the Corona-Norco Unified School District. Included in the procedure is the requirement that the parents or guardians must be informed of the adopted procedures, must be given given a copy of the list and must authorize the administration of any or all of the procedures. A form for this purpose was developed and is included. If any parental concern is expressed for the manner in which a particular teacher controls his or her students, the teacher will receive the full support of the administration, provided the adopted procedure has been followed and and the methods used are on the approved list.

PREFACE

This document was prepared in conjunction with the La Verne College Doctoral Program in School Management. It is representative of a program requirement that each candidate complete the equivalent of ten Change Episodes. A Change Episode is the identification of a management problem within the job setting, its submission to systematic problem-solving, and the evaluation of outcomes.

Change Episodes do not require the rigorous design and analysis associated with formal research. They may be termed as action research which deals with a specific setting and a specific set of circumstances. Consequently, application beyond that setting should be approached with caution.

Inquiries regarding this study should be addressed directly to the author. Inquiries regarding the Doctoral Program in School Management should be directed to:

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CHAPTER I

INTRODUCTION

Historical Setting

The evolution of Special Education in the State of California has accelerated in the last few years. Except for programs for the physically handicapped, children who did not fit into the "mold" were sustained in the regular classroom. Not until the 1950's did the state begin providing special programs for children with mental, emotional or neurological handicaps. The growth of these programs, rather slow at first, has escalated to the point that today there are five broad categories of programs for exceptional children with as many as ten subdivisions for each category. Each subdivision has its own sections of the Education Code and California Administrative Code, Title 5.

Among these programs are those designed for the Autistic, which have been mandatory in the State of California since September 1975. Programs for the Severely Emotionally Disturbed have been permissive since 1966 for those who received prior approval from the State Department of Education. With the inception of P.L. 94-142, programs for these students will become mandatory effective October 1, 1977.

In 1964 Hewett published a theoretical framework of hierarchies which has proven helpful in assigning severely handicapped children to public school classes. Because of his work, Hewett has been recognized among special educators as the one who first recommended the behavior modification approach to public school programs for children with behavior disorders.

His pioneering work has had a widespread effect on such programs. Methods and procedures he developed and emphasized in his theories on the "engineered classroom" have had a far-reaching effect on special programs in recent years.

In his book, The Emotionally Disturbed Child In The Classroom, he described his program in considerable detail, providing a variety of research data. His "engineered classroom" is designed largely on the basis of "developmental sequence of educational goals," a series of general goals (attention, response, order, exploratory, social, mastery, and achievement) that Hewett considers descriptive of the development children normally go through in their school experience. The engineered classroom also employs a token economy with edibles and toys as backup reinforcers. He is more concerned with the maintenance of classroom success and changing negative attitudes toward learning than rigid adherence to the principle that rewarding destructive behavior may cause that behavior to increase in frequency.

Hewett's research and his "engineered classroom" established effective practices for working with behavior disordered students and are now widely applied in today's classes for these exceptional students.

Need for The Study

Certainly of major concern to educators is the recent development of programs for the severely handicapped. The enactmentof Public Law 94-142, The Education of All Handicapped Children Act, also places a new emphasis on the public school's responsibility for the education of all individuals regardless of their handicap. Children who until recently were housed in state hospitals or kept at home are now attending public schools. The public schools must, therefore, learn how to cope with the disturbances caused by Severely Emotionally Disturbed and Autistic students. Many educators and psychologists

feel that the emotional and social adjustment of these youngsters forms the essential gateway to the promotion of their academic and vocational adjustment. Psychologists, social workers, psychiatrists, and teachers are concerned about the students' academic and vocational adjustment and feel that only when everyone involved with the child works cooperatively can achievement be measured. Briefly stated, the teacher is interested in which behavior should be increased or decreased, what contingencies currently support this behavior, and what reinforcers should be manipulated to alter the behavior.

When teacher and site administrator work together and agree on a basic philosophy significant progress is made. To work cooperatively, the teacher must know the framework within which he or she can operate and receive support from the site administrator. Likewise, the site administrator as well as the parents needs to know what type of behavior modification can be expected. Then both administrator and parents must approve of its application. When these ground rules have been laid and followed, all concerned can function in a synoptic program for the control of severe behavior problems within the confines of the classroom.

Population Under Study

This report concentrates on two specific types of students: those classified as Autistic and those defined as Severely Emotionally Disturbed. The study involves four classes conducted by the Corona-Norco Unified School District for the Severely Handicapped, including two elementary classes (one primary and one upper grade) for the Severely Emotionall Disturbed, one junior high (grades seven, eight, and nine) for the Autistic, and one senior high (grades ten, eleven, and twelve) class for the Severely Emotionally Disturbed.

While the ultimate goal, the development of specific, administratively approved procedures, has a direct effect upon the students in those classes, the students themselves were not involved in the meetings of the Problem Solving Group. Those who provided input included the teaching staff, classroom aides, site administrators, and selected parents of the students.

Definition of Terms

1. Autistic: - A pupil who, in addition to a history of inappropriately relating to people and of continued impairment in social inter-action since infancy, may display evidence of cognitive potentialities although his behavioral manifestations are extremely severe. The student is usually unable to use appropriate oral language, is preoccupied with objects, has an obsession to maintain sameness. While he displays peculiar motor mannerisms and mobility patterns, he shows extreme resistance to controls.
2. Autistic Class: - A special education class for those students certified as having autism or being "autistic-like."
3. Aversive Conditioning: - The use of punishment to inhibit unwanted behaviors.
4. Behavior Disordered: - The diagnosis given to a student who is of superior or average intelligence yet is unable to control his behavior within socially acceptable standards.
5. Behavior Modification: - The strengthening or acceleration of selected behaviors through the positive reward for the correct responses. Also included in the term is the weakening or eliminating of any behavior through the punishment, negative response, or lack of response for the display from the authority figure.

6. Behavior Therapy: - The systematic application of learning theory and principles of conditioning to the modification of deviant or disordered behavior and the strengthening of desired behavior toward the goal of establishing more adaptive behavior.
7. Extinction: - The process of causing a particular action or behavior to stop occurring.
8. Inappropriate Behaviors: - Any behaviors which fall short of social expectations, not necessarily "wrong in themselves," but behaviors that do not conform to the situation.
9. Mandatory: - An action or program that must be offered or performed.
10. Operant Behavior: - A behavior that operates on the environment in such a way as to secure a particular outcome or result.
11. Overt Behavior: - Behavior openly displayed.
12. Parent: - Any person who has legal custody of a child, including any adult pupil for whom no guardian has been appointed. This term also includes guardian.
13. Permissive: - An action or program that is allowed to happen, but is not required.
14. Public Law 94-142: - A landmark federal legislation entitled, "The Education for All Handicapped Children Act," which makes the states responsible for insuring that free, appropriate educational opportunities are provided for all handicapped individuals aged three through twenty-one.
15. Reinforcement: - The kind of learning situation involved when a person acts or responds in some way and a particular consequence follows this action or response.

Contingent Reinforcement - The reinforcement of an action based upon the outcome of a related action.

Negative Reinforcement - Expressing dissatisfaction for each incorrect action and saying nothing for each correct action.

Positive Reinforcement - Praising a child for each correct action and saying nothing for each incorrect action.

Primary Reinforcement - A tangible reward (food, drink, candy, gum, etc) for achieving a goal.

Social Reinforcement - a physical recognition for an achieved objective - a pat, nod, smile, etc.

16. Restraint: - The holding or restricting of part of or the entire body in an effort to inhibit movement.

17. Self-Destructive Behavior: - Action taken by an individual simulating methods possibly leading to self-destruction. Quite frequently these behaviors inflict injury to the individual.

18. Self-Stimulatory Behavior: - Repetitive and stereotyped movements, such as spinning, twirling, rocking, or gazing, which seem to have no particular relationship to what is happening.

19. Severely Emotionally Disturbed: - A pupil who has normal or superior intelligence, but exhibits to a marked degree: a severe disturbance that cannot be explained by intellectual, sensory, or health factors; a severe disturbance in his relationships with peers and adults; a severe disturbance in his behavior or effect under normal circumstances; a pervasive and prolonged state of depression or anxiety; and/or a constant or prolonged display of psychosomatic symptoms.

20. Shaping Procedure: - The rewarding of appropriate behaviors leading toward

a specific objective.

21. Site Administrator: - The administrative official assigned to a specific school and to whom the classroom teachers report for supervision.

22. Structured Environment Design: - A class for students certified as being severely emotionally disturbed.

23. Time Out: - A brief removal from a reinforcing climate to a sensory restricted environment contingent upon the omission of deviant behavior.

24. Token Economy: - OR Token Reinforcement: - OR Delayed Reinforcement: - A generalized reward that can be traded for toys, candy, models, books, etc. at a later time.

CHAPTER II

THE PROBLEM

The Problem Solving Team

To help assure that all areas affected by the components of the problem were represented, a problem solving team was gathered together, consisting of the following people and charged with the responsibility of completing the assigned problem prior to the close of the 1976-77 school year:

1. The Coordinator of Specialized Instruction for the Corona-Norco Unified School District (the author of this study).
2. Four district teachers of the severely handicapped representing the programs for the Autistic and the Severely Emotionally Disturbed.
3. A parent of a child enrolled in one of the classes for the severely handicapped.
4. The principal of one of the schools housing a class for the severely handicapped.

Definition of the Problem

The problem undertaken for this study is: What are the acceptable procedures teachers may use in controlling severe behavior problems within the confines of a class of severely handicapped students?

The problem solving team validated the nature of the problem by noting the discrepancies between the existing condition and the desired conditions as shown in figure 1.

After discussing the legal requirements, site restraints, and practical application procedures, the problem solving team focused on the

existing and desired conditions. The original list was then pared and refined to the conditions presented in figure 1. This table received the approval and support of the members of the group.

FIGURE 1

Summary of The
Problem Under Investigation

EXISTING CONDITIONS	DESIRED CONDITIONS
1. Lack of established policy indicating limits a teacher may exercise.	1. A policy stating limits which teachers may exercise and be protected from reprimand and persecution.
2. Lack of a legal definition of corporal punishment.	2. A legal definition of what type of physical management can be used on a child without written consent of parents.
3. Lack of district administrators' understanding and support of the various techniques and procedures utilized by the teachers of the severely handicapped in controlling student behavior.	3. The understanding, acceptance, and support of district administrators of approved techniques which teachers may use in controlling student behavior.
4. A lack of parental understanding of possible types of discipline.	4. Full support and understanding on the part of the parents of any type of discipline that might be used on children enrolled in the program.

Based on this information, the goal of this study is: To establish a procedure, approved by teachers of the severely handicapped, site administrators, and district office administrators, for the control of behavior problems within the confines of a severely handicapped classroom.

Solution Criteria

With the conditions and goals of the study established and approved by the problem solving team, the following solution criteria were selected.

Criteria: The solution should

1. be easy to understand and administer,
2. provide a means for revision and up-date,
3. list alternatives from which the teacher may select specific procedures.

Constraints: The solution must

1. be within the confines of the California Education Code, California Administrative Code, Title 5, and obtained legal opinions,
2. be acceptable to the teachers of the severely handicapped and district administrators,
3. be understood and accepted by parents upon students' enrollment in program.

CHAPTER III

SURVEY OF SOLUTION ALTERNATIVES

Review of the Literature

In order to complete a survey of the literature in a comprehensive manner, the services of the San Mateo Educational Resources Center (SMERC) were utilized. It was felt this would be the most expedient procedure, since it would include a search of material and literature from the Educational Resource Information Center (ERIC), the Cumulative Index of Journals in Education (CIJE) and, educational materials yet to be published via Fugitive Information Data Organizer (FIDO). The printout which was received included references to a total of 157 different sources dealing in topics related to:

Autism

Behavior Changes

Behavior Modification

Class Management

Discipline

Emotionally Disturbed Children

Handicapped Students

Parent Education

Punishment

A review of the literature pertaining to the control of students in classes for the severely handicapped supports the theory that most overt behaviors have been learned through interaction with significant individuals

in the child's environment. As the general goals of classroom control are to maintain an environment that is conducive to learning, to help students to become increasingly self-directing, and to enhance the self-image of each individual, one must realize the importance of imitation in behavior. C. H Madsen and his associates have discussed this idea:

> What behaviors is the child usually engaged in when he receives the attention of his teacher? A field study demonstrated the effects of teacher behaviors on the behavior of students. The experimenters taught elementary school teachers to systematically control the nature of their interaction with students. More specifically, the teachers were taught to ignore inappropriate behaviors and to show approval for appropriate behaviors, such as saying, "Johnny, get back into your seat," "Sally, get your book opened and stop daydreaming," or, "Hank, you know you should be doing your work instead of talking to Bruce." Rather, the teacher would try to increase the frequency of saying phrases like, "Teresa, I'm happy to see you working so hard," "Tim, that's a nice job you're doing in writing," or, "Bill, you're doing such a good job!" Approval responses can also fall into the category of gestures such as facial expressions (smiling or nodding the head) or contact responses (touching or patting the child on the back or shoulders). . . . Ignoring inappropriate behaviors and showing approval for appropriate behavior were extremely effective in maintaining better classroom behavior. . . .[1]

Another kind of learning situation is involved when a person acts or responds in some way, then a particular consequence follows his action or response. If the consequence that follows results in an increase in the probability of the same action or response occurring again, the consequence is referred to as a reinforcement. A child cries for a lollipop, is given one by the parent and then stops crying; the crying is an operant behavior, i.e., operates on the environment (parent) in such a way as to secure a particular outcome or result, namely a lollipop, and it is this reinforcement that makes more likely the occurence of similar behavior in the future. This

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[1] Madsen, C. H., Becker, W. C., & Thomas, D. R. "Rules, Praise, and Ignoring: Elements of Elementary Classroom Control." Journal of Applied Behavior Analysis, 1968, 1, p. 140.

example illustrates the phenomenon of operant, or instrumental conditioning, which is the basis for much human behavior in children and adults, both adaptive and maladaptive. Thus, the deviant behavior of many emotionally disturbed children may be understood as having been learned and supported by contingencies in the present environment, whether in the home, school, hospital, clinic, camp, or wherever.

In work with autistic children, it was documented that these children were greatly deficient in imitative behavior and seemed to learn little, if anything, on an observational basis. Baer and Sherman published a very important study in 1964[1] which showed that if one reinforced a child for imitating some of a model's behavior, the child would also begin to imitate other behaviors of the model, even though he had not been explicitly reinforced for imitating these. They viewed imitation as discrimination, a situation in which the child notes the similarity between his and the model's behavior as the occasion for reinforcement. Although the Baer and Sherman study dealt with normal children who already imitated, its results gave rise to procedures for building imitative behavior in non-imitating children. Thus, Metz's 1965 study[2] using reinforcement-theory principles to build non-verbal imitative behavior in non-imitating autistic children. Lovaas, Berberich, Perloff, and Schaeffer[3] showed how it was possible, through the use of a

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[1]Baer, D. M., & Sherman, J. "Reinforcement of Generalized Limitation in Young Children." Journal of Experimental Child Psychology, 1964, 1, pp. 37-39.

[2]Metz, J. R. "Conditioning Generalized Imitation in Autistic Children." Journal of Experimental Child Psychology, 1965, 2, pp. 389-399.

[3]Lovaas, O. I., Berberich, J. P., Perloff, B. F., & Schaeffer, B. "Acquisition of Imitative Speech by Schizophrenic Children." Science, 1966, 151, pp. 705-707.

discrimination-learning paradigm, to build imitative verbal behavior in previously mute autistic children.

Valett, in 1966, outlined a system of behavior modification focusing upon specific social reinforcement techniques involving the use of primary and secondary reinforcers. He states several generalized principles which have emerged from behavior modification studies in education to date:

> . . . 1. Pupils must be educationally programmed according to their level of development and achievement.
>
> 2. Material to be learned must be systematically organized and able to elicit response and success from the pupil.
>
> 3. Success in learning (e.g., desirable) should be immediately rewarded. If necessary, primary reinforcement (food, praise, etc.) should be used.
>
> 4. Immediate primary reinforcements should be part of a broader system involving varying rewards and social reinforcement.
>
> 5. Rewards should be attainable after a reasonable period of effort (lessons should not be too long and may have to be broken down into smaller units with subsequent reinforcement as necessary).
>
> 6. The pupil must be able to understand the desired behavior change, the rewards involved, and the operation of the total system. The system should be available (e.g., written out) and as concrete as possible. . . .[1]

One theory practiced extensively in classes for the severely handicapped is that of giving check marks. The literature reports that in giving the check marks the teacher's function is non-personal, much like a shop foreman paying workers on an assembly line for what they have actually earned during a work period. The attempt is to use the check mark system as a non-conflictual meeting ground for the emotionally disturbed child and for the teacher. The teacher communicates to the child, "This is what you have earned," not, "I'm giving you this because I like you," or ". . .because you

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[1] Valett, R. "A Social Reinforcement Technique for the Classroom Management of Behavior Disorders." Exceptional Children, 1966, 33, p. 189.

did what I asked." Although the interpersonal element obviously cannot be eliminated, it is thus limited at first, particularly with children with serious social problems. As the child gains in his competency at the attention, response, order, exploratory and social levels, the emphasis might change and the teacher may acknowledge, "I'm pleased because you did that just the way I wanted you to." One of the most important advantages of the check mark system is that it guarantees teacher contact with each child at least three times an hour. Completed check mark cards are then exchanged for tangible items, and an Exchange Board displays items of differing value. The monetary value of the exchange items has been found to be very insignificant, and it appears that an important factor is that they are earned in the classroom.

The literature continually points out that the best method for altering behavior, a method which is least likely to cause harm to the child, must always be sought. Positive reinforcement is the most commonly used treatment; aversive conditioning should be used only after all other treatment modes fail. We know from the research literature that punishment works to decrease unwanted behaviors such as self-mutilation when other methods have proven unsatisfactory, but each case must be considered individually in order to determine if indeed punishment should be used to allow teaching to proceed. O'Donnell and Ohlson comment,

> If one analyzes laws governing positive and negative reinforcement, one will find that the laws for both are quite similar. If one wishes to question the use of aversive stimuli on the basis of unpredictability, one might also question the use of positive reinforcement on the same basis. As knowledge of behavioral principles has progressed, we have been able to reduce undesirable outcomes resulting from both positive and negative strategies. . . .[1]

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[1] O'Donnell, Patrick A., Ohlson, Glenn A. Paper presented at the 1976 International Convention, CEC, Chicago, Illinois, April 1976, Aversive Stimulation - Criteria for Application. p. 2.

Haring emphasizes the importance of pairing positive with aversive conditioning:

> Though mild aversive may end an undesirable behavior after positive reinforcement fails to do so, nevertheless, it is also vitally important to show the child that other behaviors will be rewarded, not punished. Especially when the child is severely handicapped and may have a limited repertoire of skills, it is essential to pair a decrease in one behavior with an increase in another, productive one. If you stop a deaf/blind child from rocking by using a mild aversive, it is unethical and immoral in my opinion not to teach that child some behavior that he or she can do that will be accepted and rewarded. Many of the studies I have discussed earlier paired positive reinforcement of some accepted behavior with aversive conditioning of unwanted behaviors. This certainly muddies research findings on the effectiveness of punishment alone, but it is more beneficial to the child whose behavior is being shaped. . . .[1]

Regardless of the methods one uses, the literature emphasizes that these methods must be communicated to the child in a way that is understandable to him. It is at this point that many knowledgeable teachers may begin to have problems implementing specific techniques. By explaining limits, expectations, alternatives, and consequences to the child beforehand, the teacher provides structure and predictability. This is extremely important for the child who typically has not experienced consistency or predictability from adults.

A large amount of research and literature is available emphasizing the reinforcement of appropriate behavior. You and I might not be reinforced by having a gummed star pasted to our arms, but some children will work patiently on long tasks for such a reward. A therapist assumes that the gummed star is reinforcing if it works, if it increases the desired behavior. Mild aversives work similarly to decrease behaviors. Tickling may not

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[1]Haring, Norris G. Paper presented at the 1976 International Convention, CEC, Chicago, Illinois - April 1976, Aversive Conditioning And The Severely/Profoundly Handicapped. pp 16-17.

strike you as "punishment," but to some it would. Hewett and his associates remark,

> The use of tangible rewards in school has been viewed by some as an unwholesome compromise with the educational values and as outright bribery. This reaction is probably related to the term "reward" rather than the principle of acknowledging certain appropriate behaviors in school through systematic positive consequences. Providing the grade "A" for outstanding effort constitutes an acceptable means of acknowledging a stduent's performance in the classroom, but rewarding him with check marks which have a tangible exchange value may not be seen in the same light. Actually, there is little difference between the two approaches except that the grades represent a more sophisticated and highly socialized acknowledgement as compared with check marks which are more concrete and primitive in nature. The principle of acknowledgement of accomplishment, however, is identical. Emotionally distrubed children are often less sophisticated and socialized learners than children who function effectively in regular classrooms and the provision for tangible rewards is viewed as a logical and temporary extension of the traditional system of acknowledgment relied on by educators. The term "temporary" is used advisedly, as experience shows the check marks, and later tangible exchange items, lose their potency fairly quickly and once the child is involved in a successful learning experience he naturally moves toward the seeking of more traditional educational rewards such as task accomplishment, sensory motor experience, social status, praise and grades. . . .[1]

Perhaps as much has been written about aversive conditioning as positive reinforcement. The research appearing within the last ten years seems to indicate that a variety of punishments do work successfully on a variety of behaviors where positive reinforcement has failed. The second question, concerning the ethical considerations of punishment, is harder to answer. Parents and educators must work together to insure that the most effective methods are used to inhibit unwanted behaviors; methods that will cause

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[1]Hewett, Frank M. and Others, December 1967, 97 pages, California University, Los Angeles, Spons. Agency: Office of Education (HEW), Washington, D.C., Bureau of Research (Bureau No. BR-6-2893). The Santa Monica Project: Demonstration and Evaluation of An Engineered Classroom Design for Emotionally Disturbed Children in the Public School, Phase I - Elementary Level. pp 77-78.

least harm to the child. The dilemma of which is worse, problem or cure, must be solved. When systematically applied in a controlled setting by competetent therapists, punishment can be used ethically, but only if the data shows that the desired effect is being achieved. If the most competent of researchers continue to use punishment when his data tells him aversion therapy is not working, then he is incorrectly using a powerful tool with the potential for damage. The proper use of punishment consists of systematic application by competent therapists who rely on their data to tell them if a program is appropriate in all respects -- that it does work and that it has no unacceptable level of side effects.

Since most parents yell, "Stop that!", Lovaas' form of mild aversive cannot be considered unusual punishment. Most importantly, it works. As MacMillen, et al, have pointed out,

> Mild punishment is one of the most common behavioral tactics used by parents and teachers; the question should no longer be whether to use aversives or not, but how to use mild punishment systematically so that the child as well as the adult benefits from it. . . .[1]

Most data regarding the effectiveness of aversive stimulation in the classroom has centered on two classes of unwanted behaviors, namely self-stimulation and self-destructive forms of behavior. (Not unexpectedly, the data has been used on occasion to validate the use of the negative reinforcement strategies with a wide variety of behaviors unrelated to those where the data was developed.) Quite likely, punishment has been used on some behaviors and with certain children where positive reinforcement would have been more effective and efficient.

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[1] MacMillan, D., Forness, S., & Brumbull, B. "The Role of Punishment in the Classroom." Exceptional Children, 1973, 40 (2), pp. 85-97.

Aversive conditioning takes no more time than any other form of behavior modification and might terminate behavior which positive reinforcement of alternative behaviors or extinction cannot end. Walker, et al, point out,

> The effectiveness of mild punishment procedures can depend upon the effectiveness of the reciprocal reinforcement system used to strengthen appropriate behavior. For example, the utility of time-out is based upon the assumption that brief removal from a reinforcing climate serves as a mildly aversive stimulus. Thus, behaviors to which time-out is applied should decrease in frequency. However, if the climate from which the child is removed is not reinforcing, then the effectiveness of time-out is limited. . . .[1]

The fear of misuse of aversive bothers many educators. Misuse of classic types of positive reinforcement usually produces only a spoiled kid with decayed teeth, but misuse of punishment may do psychological harm. We know from the literature that children quickly learn to differentiate between those therapists who punish them and those who do not.

Because the use of electric shock as a means to control behavior became a topic of disucssion at meetings of the problem solving group, the literature was reviewed in an effort to determine its effectiveness and practicality. The most publicized instances of aversive conditioning with exceptional children are, of course, the cases which used electric shock to end dangerous or interfering behaviors. By means of a shock stick, shock belt, or even a shock grid on the floor, experimenters have stopped a number of children from injuring themselves or others, or from engaging in

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[1]Walker, Hill M. and Others. November 1971, Report No. 5, 126pp. Oregon University, Eugene, Department of Special Education. Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Components Analysis and Systematic Replication of A Treatment Model for Modifying Deviant Classroom Behavior, p. 59.

behaviors which interfere with learning. Ivar Lovaas and his colleagues, Simmons, Bucher, and Risley, have shown that electric shock not only works to end these undesirable behaviors, but also that the effects can be permanent. Undesirable side effects are usually nil. In fact, once an unwanted behavior has been terminated, most children move more rapidly toward socialization and learning. The following studies are a sampling of case studies found in the literature.

Logan Wright applied electric shock to a retarded, hyperactive boy who self-induced seizures by passing his hand between his face and a light source and by blinking. Within two days of aversive conditioning, the boy never again induced seizures by waving his hand. Eye blinking inducements decreased by 90%. Not only were there no negative side effects to this experiment, but the boy's interpersonal contacts and general attentiveness to his environment also markedly improved.[1]

After fifteen pre-experimental sessions shock was introduced. The introduction of shock had dramatic results in decreasing the frequency of self-destructive behavior. With no recurrence of self-destructive behavior in the data presented for the next few weeks.[2]

After eleven sessions of baseline, shock was applied in the next three sessions and the subject's self-destruction was almost immediately suppressed. His self-destructive behavior subsequently began to increase

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[1]Wright, L. "Aversive Conditioning of Self-Induced Seizures." Behavior Therapy, 1973. 4 (5), pp. 712-713.

[2]Bucher, B., & Lovaas, I. "Use of Aversive Stimulation in Behavior Modification." In M. R. Jones (Ed.), Miami Symposium on the Prediction of Behavior, 1967: Aversive Stimulation. Coral Gables, Florida: University of Miami Press, 1968. pp. 77-145.

in the presence of other experimenters, but dropped as soon as shock was administered. As self-destructive behavior was brought down, there was a concomitant drop in whining.[1]

Jones, Simmons & Frankel tried electric shock on one subject, which decreased the undesirable behavior but produced a rash of new, equally destructive behaviors to take its place. They then used a mild aversive, time-out, which proved successful in permanently ending the behavior.[2]

A total of fifteen shocks was distributed over four sessions. "No" was paired with shock in each of these sessions and was used without shock in the following sessions. It was observed that shock brought self-destructive behavior immediately to zero and kept it there for the remainder of the study.[3]

A final study was concerned with the application of a series of procedure designed to reduce the highly dangerous climbing behavior of a six-year-old girl, diagnosed as having diffuse brain damage, emotional disturbance, and autism. Her predominant behaviors in all situations were climbing in high places, alternating with sitting and rocking rhythmically. It was decided to attempt to eliminate the climbing by contingent application of shock in the laboratory. "No" was always shouted before the

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[1] Lovaas, I., & Simmons, J. Q. "Manipulation of Self-destruction in Three Retarded Children." Journal of Applied Behavior Analysis, 1969, 2 pp 143-157.

[2] Jones, F., Simmons, J., & Frankel, F. An Extinction Procedure for Eliminating Self-destructive Behavior in a Nine-year-old Autistic Girl." Journal of Autism and Childhood Schizophrenia, 1974, 4 (3), pp. 241-250.

[3] Bucher, B., & Lovaas, I. "Use of Aversive Stimulation in Behavior Modification." pp. 77-145

presentation of the shock. Again, appropriate attending behaviors were reinforced. A total of five shocks was administered over five sessions, at which point no further climbing occurred in the subsequent twelve sessions.[1]

The pain from shock seems insignificant when compared to damage that may be done during time-out or extinction. If other aversive stimuli (such as slapping) are effective, it would not be necessary to use shock. Also effective is the pairing of shock with an originally neutral stimulus, for then this stimulus alone can replace the use of shock. The effects of shock are usually fairly immediate, and therefore much shock need not be administered. Once a behavior is suppressed in one situation with shock, the suppression in subsequent situations typically requires less shock presentations.

The data reported by Lovaas and Simmons showed an immediate and very dramatic termination of self-destructive behavior, even in children who had been self-destructive for years.[2] It is unclear why a relatively innocent aversive stimulus should terminate self-destruction, considering the very severe physical abuse the children inflicted upon themselves. It is possible that the children had adapted themselves to the pain from their self-inflicted injuries, while the electric shock was new, offering no opportunity for adaptation.

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[1]Risley, T. "The Effects and Side Effects of Punishing the Autistic Behaviors of a Deviant Child." Journal of Applied Behavior Analysis, 1968, 1 (1), pp. 21-34

[2]Lovaas, I., & Simmons, J. Q. "Manipulation of Self-destruction in Three Retarded Children." Journal of Applied Behavior Analysis, 1969, 2. pp. 143-157.

The use of shock, then, is clearly effective in the modification of self-injurious behavior though it does raise some issues.

While self-destructive behavior has sometimes been extinguished by electric shock, the literature points out that it occasionally brings out worse behaviors in place of those it ended. Noncontingent social isolation can also successfully eliminate such undesirable behaviors when shock fails. In some cases for some children electric shock does work. However, in some cases it has proved ineffective in stopping unproductive self-stimulation or mutilation. Haring states,

> Shock may work, but why use it if mildly aversive consequences can work equally well to decrease behaviors resistant to positive reinforcement? And often these consequences are readily at hand, cost little or nothing, and require only consistency in administration by teachers, ward personnel, parents, or other therapists.[1]

In Bucher and Lovaas' 1968 study the word "no" was paired with shock, possibly acquired suppressing properties. Thus, an attempt was made to suppress self-destructive behavior in another situation (during a walk) using the word "no" as punishment. During fifteen days of base line data it was observed that there was no effective generalization for shock used in the first situation.[2]

The researchers are quick to point out that if shock is to be used, the administrator should be required to first test out the strength of the shock on themselves. The ethics of the therapists themselves are an

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[1]Haring, Norris G. "Aversive Conditioning and the Severely/Profoundly Handicapped." Paper presented at the 1976 International Convention, CEC, Chicago, Illinois. April, 1976, p. 12.

[2]Smoley, Susan Roth. "Use of Operant Techniques for the Modification of Self-Injurious Behavior." American Journal of Mental Deficiency, 1971, Vol. 76, No. 3, pp 295-305.

important part of the decision to use aversive stimuli. Often therapists have serious reservations against giving any discomfort to any child. Morrison relates how his two students agonized over the decision to use an aversive on a mute, retarded girl who banged her head against hard surfaces. When other forms of behavior modification failed, they had to look to punishment. Neither of them could use shock on the child, so a mild aversive, shouting, "No," and a light head tap was used, which effectively stopped the dangerous head banging.[1]

In many instances, the literature emphasizes that because many parents object to shock therapy, as do many therapists, and because shock is often not feasible because of money, staff training time, or experimental setting, more therapists are looking at alternative forms of aversive conditioning.

Almost every piece of literature consulted emphasized the necessity of obtaining the permission of the parents and of the child, if possible, as a pre-requisite to any treatment involving the use of aversive conditioning. Consent forms should spell out the general rights of the family and the child and the limits placed on the educator in applying behavior modification techniques. Specific parental consent should be a necessity when punishment is being considered as a treatment mode. If at all possible, Haring feels, the parents should be involved in the decision-making process along with the therapist, and that a mild aversive should be

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[1]Morrison, D. "Issues in the Application of Reinforcement Theory in the Treatment of a Child's Self-Injurious Behavior." Psychotherapy: Theory, Research, and Practice. 1972, 9 (1), pp. 40-45.

chosen that the parents themselves consider within the bounds of good child management, such as a shouted, "No."

In conclusion, social learning advocates follow the controversial learning theories of the Harvard psychologist, B. F. Skinner, Ph.D. Dr. Skinner holds that animals, human or otherwise, learn through success. They try out a behavior and if it succeeds, they are immediately reinforced so that they will try it again.

Dr. Skinner has said the reinforcement is more subtle, coming usually in the form of social approval. The most complex behavior is merely an accretion of minute, but heavily reinforced, steps.

The teacher must constantly keep in mind that behavior is developed, strengthened, weakened, or eliminated by the consequences or effects of the behavior. Behavior is determined by the consequences that follow that behavior; hence, the acceleration or deceleration of a given behavior is based on altering its consequences.

Legal Opinion

Since the onset of the study the problem solving group had expressed concern that the selected solution alternatives meet the legal requirements of the State of California. Therefore, the following questions were asked of the Riverside County Counsel, the legal advisor for the Corona-Norco Unified School District.

1. What are specific forms of physical contact, not considered corporal punishment, and not requiring prior written approval by the pupil's parent or guardian, that a teacher can have with a student who is engaged in willful disobedience?

Examples: a slap on the hand; physically guiding a student to his seat or work station.

2. Does Education Code, Section 49001 apply when a child, in the opinion of the teacher or aide, is endangering others? (See Appendix A).

   Example: choking or hitting another student or an adult.

3. When a parent or guardian gives prior written approval for the teacher or aide to administer corporal punishment,

   a. Must there be a witness?

   b. Can a witness be <u>any</u> other person, or must it be an employee of the school district?

   c. Can it be another student?

   d. Who determines if the administered punishment is extreme?

   e. What legal backing does the teacher have

      (1) for a case determined to be extreme?

      (2) for a case determined not to be extreme?

   f. Must seeking a witness take precedence over immediacy of corporal punishment?

4. Is constraint considered corporal punishment?

   Examples: tie in seat; lock in time-out room.

5. When a child is placed in a time-out area, must visual contact be maintained between student and employee?

6. Are there specific court cases setting precedents on the above subjects?

The response to these questions, dated May 24, 1977, (Appendix A) indicated that there is a legal definition of corporal punishment. It has been defined as punishment inflicted upon the body, including imprisonment. The County Counsel further states that statutory interpretations include in

the definition the infliction of pain, but not imprisonment.

The County Counsel's reply went into great detail to cite recent cases involving the application of corporal punishment. While the general form of punishment in these cases involved the application of a paddle or similar instrument to the posterior, other forms of physically touching students, such as slapping, slugging, kicking, twisting a limb, or stomping on a student have been classed as batteries and the administrator of such acts subject to criminal and civil penalties.

Reference was made to Education Code Section 44807 which limits the amount of force that can be used by a teacher to the same degree that a parent would legally be privileged to exercise.

For further clarification the reader is referred to Appendix A for the complete response.

Survey of General Practices

After evaluating the annotated comments of all 157 entries, twenty seven articles were read in an attempt to glean general techniques of student control. No attempt was made to evaluate the probable success or failure of each procedure, but the articles were studied merely to obtain a general philosophy of the authors. An extensive list of possible means of control of behavior in classes for severely handicapped students was the goal of this particular review of the literature. The completed list follows.

Contingency Contracting

Teachers using this procedure establish a written contract with the child, specifying the behaviors the child must have in order to receive the contrived rewards. The rewards are usually tokens or points that can be spent

later for toys, models, candy, cokes, and trips. Contingency contracts are structured in such a way that a reward is made contingent upon the occurence of one or more of the specified alternative behaviors which is incompatible with the pinpointed problem behaviors.[1]

Exclusion

When the child is unable to tolerate a given time-out period, he is immediately excluded from school, and, if at all possible, sent home. There is no "lecture" given by anyone in the school. He is merely told he cannot remain in school because it appears he cannot "be a student." He will be permitted to return the next day "with no hard feelings."[2]

Expulsion

Expulsion is an infrequently used punishment in most schools. It is considered rather severe and seems to many teachers an admission of their own inability to handle the children in the classroom.[3]

Modify Assignment

This involves a change in the task given the child, either making it easier, different, or perhaps more difficult in an effort to get him involved.[4]

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[1]Homme, L, Csanya, A. P., Gorsales, Mary A., and Rechs, J. R. How To Use Contingency Contracting In the Classroom, 1969. Research Press, P. O. Box 3459, Station A, Champaign, Ill. 61820.

[2]Hewett, Frank M., The Emotionally Disturbed Child in the Classroom, 1976. (Allyn and Bacon, Inc.: Boston, London, Sydney, Toronto.)

[3]Hops, Hyman, and Others. Contingencies for Learning Academic and Social Skills Program for Acting-Out Children. Manual for Teachers, First Edition, March 1974, 118 pp. (Oregon University, Eugene Center for Research in the Behavioral Education of the Handicapped.)

[4]Hewett, The Emotionally Disturbed Child in the Classroom.

Pitch of Voice

Another way a teacher may increase or decrease classroom tension is by the pitch of his or her voice. This is one factor which has much to do with whether or not a class will be noisy, quiet, relaxed, tense, interesting, or boring.[1]

Praise

It is important that when a teacher awards points for appropriate behavior, he or she simultaneously delivers a praise statement to the student which describes why he earned a point. This pairing of points and praises makes it more likely that when the points are eventually removed, the child continues to work for rewards occurring naturally within the setting, such as praise and approval.[2]

Individual Tutoring

Such individual tutoring is not always possible for extended periods of time because of the needs of the other students.[3]

Reinforcement or Point Delivery

Several methods of delivering reinforcers can be utilized. In classrooms for older children, for example, reinforcers can be delivered in the form of points which are earned and could equal in number the minutes spent in acceptable activity.[4]

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[1]John, Mary Jane, & Conway, Walter J. Guidelines for Educating Youth Under Stress, 1967; 45 pp. (Nevada State Hospital.)

[2]Hops, Hyman and Others. Contingencies for Learning Academic and Social Skills Program for Acting-Out Children.

[3]Hewett, Frank. The Emotionally Disturbed Child in the Classroom

[4]Quay, Herbert C.& Glavin, John P. The Education of Behaviorally Disordered Children in the Public School Setting, Interim Report, October 1970, 113 pp. Temple University, Philadelphia, PA. (Bureau of Education for the Handicapped (DHEW/OCE), Washington D. C.)

Restraint

The holding or restricting of body parts used by students in excessive movements in socially unacceptable manners has proven successful in the decreasing of these behaviors by approximately 70%. This form of discipline has also been effective in producing spontaneous appropriate behavior at an increased level.[1]

Rewards

It is extremely important that the reward for meeting the criterion be provided immediately after the incident, especially in the early stages of the program. In addition, immediate reward precludes the opportunity for the student to engage in inappropriate behaviors which might then be followed by the rewarding activity.[2]

Send Student to Study Booth

The student is sent to work on an assigned task in a study booth or "office." These booths are presented to the student in a positive manner and, as a result, they are desirable working areas.[3]

Send to an Exploratory Center

The student is assigned to a task center in the room where, upon direction, the child goes to the exploratory center. The teacher selects a previously demonstrated science, art, or in some cases, a communication task; the student then follows the directions for that particular center.[4]

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[1]Haring, Aversive Conditioning and the Severely/Profoundly Handicapped.

[2]Hops, Hyman and Others. Contingencies for Learning Academic and Social Skills Program for Acting-Out Children.

[3]Hewett, The Emotionally Disturbed Child in the Classroom.

[4]Ibid.

Send to an Order Center

Since the Exploratory Center involves a high degree of stimulation, it may not be as appropriate for some disturbed children at a given time as the Order Center. Here the student is given a simple direction-following task, such as making a puzzle, copying a pegboard design, stringing beads, deciphering a secret code with the aid of a key, or constructing a model of plastic or metal components.[1]

Shock

The most publicized instances of aversive conditioning are those that utilize electric shock to end dangerous or interfering behavior. Through an electric impulse delivered by means of a shock stick, shock belt, or a grid of the floor, experiments have stopped a number of children from injuring themselves or others, or from engaging in behaviors which interfere with learning.[2]

Students Taken Outside Classroom to Agree on a Task

In an effort to maintain contact with the student, both student and teacher (or aide) go out of the classroom and agree on some task the child will undertake, such as turning somersaults on the lawn, swinging on a swing for fifteen minutes, punching a punching bag, or even resting in the nurse's office for a period of time.[3]

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[1]Hewett, The Emotionally Disturbed Child in the Classroom.

[2]Haring, Aversive Conditioning and the Severely/Profoundly Handicapped.

[3]Hewett, The Emotionally Disturbed Child in the Classroom.

Time Out

The student is told that he cannot participate in any class activities; instead he must sit in isolation, usually in the principal's office. Following this time-out period the child is immediately returned to the class with no questions asked. As long as he sits quietly during the time-out period, he is able to return to the classroom. There is no extracting of promises that the child "be a good boy" or statements to the effect that, "you can return when you feel you can control yourself." The student's return is based solely on the clock, and there is no verbal pressuring on the part of the teacher or principal.[1]

Tokens

The tokens are dropped in a small container on the child's desk. This produces a sound that makes it unnecessary for the child to even look up momentarily to detect the receipt of a token.[2]

Token Economics

This technique makes use of a generalized reward (token) that can be traded for a toy, candy, model, or book at a later time. Tokens are extremely convenient in that they can be carried by the teacher-counselors and given out immediately when appropriate behavior is observed. For instance, tokens used in the classroom are an extremely effective means of maintaining "on task" behavior.[3]

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[1]Hewett, The Emotionally Disturbed Child in the Classroom.

[2]Hawkins, Robert P. The School Adjustment Program: Individualized Intervention for Children with Behavior Disorders. 1971 Kansas Symposium on Behavior Analysis in Education: Lawrence, Kansas, May 1971, 40 pp. (Kalamazoo Valley Intermediate School District, Michigan.)

[3]Rousseau, Frank, Behavioral Programming in the Re-Education School: Tennessee State Dept. of Mental Health, Nashville, March 1971, 17 pp.

Verbal Restructure

The teacher verbally restructures the student using social approval or disapproval as leverage. The student is reminded of the teacher's expectations for him in relation to the assigned task and his behavior.[1]

Survey of Specific Techniques

Early in the planning stage, the problem solving team indicated a desire to poll the group to determine specific techniques currently in use. To achieve this purpose and obtain uniform responses, a form was developed and each member asked to complete the form describing the techniques which were currently employed in each specific setting.

After all the members had completed their forms, the responses were discussed. It was evident that, with slight modification, many practices were common to all. Consensus was reached as to generalization of terms and vocabulary, and the final product approved by the entire group. The approved summary of techniques, along with their weighted factors, appears as Figure 2 in this text.

Suggested Alternatives

An analysis of the data in Figure 2 shows a wide range of techniques employed, varying in approaches and involvement. The problem solving team again expressed the desire for a listing of specific procedures that the teacher could use and know he or she would have the full support of the site administrator. Since the purpose of this study was to develop a set of procedures which would be acceptable, the problem solving team developed a set of solution alternatives to consider. Negative and positive aspects of each

[1]Hewett, The Educationally Disturbed Child in the Classroom.

alternative were listed in an effort to determine their acceptability as solutions to the problem. A listing of these alternatives, along with their weighted factors will be found in Figure 3.

FIGURE 2

Summary of Techniques Used by Teachers
of the Severely Handicapped in the
Corona-Norco Unified School District
To Handle Severe Behavior Problems
Within the Classroom

Technique	Duration in # of Minutes	Strength	Weakness
SIMPLE CONTROL: Looking at the offender signifying disapproval, waiting for attention before continuing the instruction, a mild reproof, posing a question to a pupil whose attention has wandered, moving around the room to trouble centers and laughing at minor infractions.	None	Instruction may proceed, unpleasant scenes are avoided and there are few harmful effects on the personality. Success depends largely on the personality and authority of the teacher, but may be found expedient in maintaining order in the classroom for instructional purposes for the general welfare of the group.	This measure attacks surface behavior only and may be ineffective.
POSITIVE REINFORCEMENT: Rewards and prizes	None	All positive means of control help maintain the integrity of the relationship between the student and teacher or student and aide regardless of the implications of the crisis behavior.	May become ends in themselves instead of means of shaping or modifying behavior. If used in contingency management framework, manipulative behavior may be encouraged. In the main, a measure applied chiefly for teacher control rather than for the physical welfare of an individual or the group.

Technique	Duration in # of Minutes	Strength	Weakness
LOGICAL CONSEQUENCES: Discussing the behavior of usual consequences with the child alone (letting the child talk, not just lecturing) bringing out other alternatives to that behavior.	5-15	Focuses on other alternatives. Reinforces that the child is choosing his behavior and that he can change it.	The child must be ready and willing to try other alternatives before this method is useful.
TIME OUT:			
1. Hands on wall or hands in circle on blackboard.	One minute "good" time	Requires some concentration and self-control Very appropriate for manual self-stim, or hitting, throwing, etc.	If self-control is inadequate, may take too long, or require frequent intervention from teacher.
2. Sitting in phone booth, closet, or time out room (lockable door).	One minute "good" time	Child is physically contained and all interaction can be easily controlled by teacher. Removal from all stimuli, focuses on child controlling his agressive behavior.	Requires no self-control and may be used as an escape from rules, or as an opportunity for withdrawal. Requires special room be available. Is not portable. It is only dealing with the behavior after it has occurred.
3. Moving child to seat away from group.	Until behavior stabilizes	Child is still expected to attend to teacher and behave as "student." Less disruption of routine. Focuses on social expectations. Being with the group is viewed as positive by most students.	If self-control is inadequate, may take too long, or require frequent intervention from teacher. If a child is a self-stimulator he is able to keep himself entertained at desk and does not need group.
4. Turning away from child. (only in one to one setting).	15 seconds	No disruption, work can immediately be resumed.	Child has opportunity to withdraw, or use behavior as task escape.

Technique	Duration in # of Minutes	Strength	Weakness
PHYSICAL INTERVENTION: Isolation of child. (removing from situation if he refuses to go).	Until the child can control himself enough to quietly return to the class, desk, group, etc.	Removed from the stimuli which "set" him off; focuses on the child; he can control himself; keeps him from "setting off" the rest of the class. Child does not get his own way; aids in controlling child who wants to destroy property, self, or others during tantrum.	We are controlling child, instead of child controlling himself. Also child may be getting some gratification or reinforcement. It is only dealing with the behavior after it has occurred, does not prevent it.
RESTRAINTS: Strapped in chair, or arms strapped down, etc.	Until behavior stabilizes	Can eliminate possibility of hurting self or others. Presence of restraint may act as "alter ego" even when not in use, especially with compulsive behaviors.	Requires special equipment and may not be portable. Use may involve "wrestling match." May destroy rapport or produce bad emotional reaction.
CORPORAL PUNISHMENT: 1. Hard slap or "swat"	None	Immediate application at time of behavior and task can be immediately resumed.	May destroy rapport or work attitude. Difficult to be consistent with questionable legality.
2. Spanking		May be made extremely aversive.	May destroy rapport or work attitude. Difficult to be consistent with questionable legality. Usually involves delay; usually disruptive.

Technique	Duration in # of Minutes	Strength	Weakness
PLANNED IGNORING:	Until behavior stops or becomes danger to himself or others.	Child gets no reinforcement (positive or negative) for the behavior.	Allows child to be disruptive to others working quietly; "sets off" others; can "work himself up" even higher.
EXTINCTION: Behavior completely ignored	Until behavior disappears.	Works whenever aversive attention is enough to maintain behavior.	Everyone must act consistently. Behavior always increases in frequency and severity before decrease.
RESPONSE COST: Loss of privileges (lunch, swimming, etc.). When loss of privileges is applied, it should follow as a natural, logical form of correction with no sort of retributory attitude on the part of the teacher. Care must be exercised not to apply this sanction too long. Ways must be made available so that, after the student has had time to examine his conduct with the help of the teacher, he can restore himself to full privileges.	Varies.	Shows child the logical consequences of acts. " f you fight during free time, you lose free time." This is one method of teaching the relationship of duties to privileges.	May be big time delay between behavior and punishment. Can turn into a "game" - "I don't care. Let's see how many you can take away!" Must make sure that privilege is directly connected with the behavior and not just an arbitrary privilege.

Technique	Duration in # of Minutes	Strength	Weakness
"PUNCHES" NOT EARNED: Each student is given a card at the beginning of the day. As tasks are completed, or good habits and/or behavior exhibited the circles printed on the card are punched out by the teacher with a paper punch. Referred to as "Punches," not awarded when earned can be a form of negative reward.	Varies	Provides a very structured setting. The child knows what to do to earn the punches and why he didn't earn the punches. Stresses that the child earns them, they are not given. Students are strongly motivated to save up punch cards - loss of more than four punches means loss of card.	Must not be an arbitrary "taking away of punches." The child simply has not earned those punches. The child, of course, must know how to earn them. After child has lost four punches in one day, it has lost its value.
STIMULUS SATIATION: Exhaustive repetition of behavior. OVERCORRECTION: Exhaustive repetition of incompatible behavior or correction of it or repair of damage, etc.	Varies	May be very effective with compulsive and ritualized behavior.	May require special equipment. Involves total disruption of routine, and often a great deal of time including teacher's or aide's time.

FIGURE 3

Solution Alternatives

Procedure	Positive Aspects	Negative Aspects
Continue as is.	No work involved on part of the staff.	1. Confusion and uncertainty on part of the staff. 2. Staff fearful of possible legal reprisal.
Adopt a few selected procedures.	A well-defined procedure telling staff exactly how to proceed.	No opportunity to individualize needs of: 1. student 2. teacher 3. physical setting
Adopt a wide range of procedures from which the teacher may select.	1. A wide variety of techniques that can be utilized to meet individual needs are available. 2. Assurance to teachers that techniques used will have support from administration.	Techniques utilized will vary from teacher to teacher.
Not allow any means of control other than those already in use in "regular" classrooms.	1. Easy to administer. 2. All children on campus will be treated equally.	1. Classroom Chaos. 2. Staff will resign.

CHAPTER IV

PROBLEM SOLUTIONS

Solution Alternatives Selected

With the information gained from a review of the literature and an analysis of the suggested alternatives as presented in Figures 2 and 3, the problem solving team selected the following alternatives as having the highest potential for meeting the solution criteria as stated in Chapter II.

Procedure	Positive Aspects	Negative Aspects
Adopt a wide range of procedures from which the teacher may select.	1. A wide variety of techniques that can be utilized to meet individual needs are available. 2. Assurance to teachers that techniques used will have support from the administration.	Techniques utilized will vary from teacher to teacher.

The problem solving team then proceded to develop the list of techniques and the procedures for their administration that, hopefully, would receive approval from the district office administration. The list of proposed techniques developed by the group are presented in Figure 4, and the procedures in Figure 5.

Following the group's agreement on the techniques and procedures, the entire package was presented to the district office administration, where it received enthusiastic support. A copy of the letter indicating their

FIGURE 4

CORONA-NORCO UNIFIED SCHOOL DISTRICT
Department of Specialized Instruction

Techniques for the Control of Behavior Problems of The Severely Handicapped Within The Confines of The Classroom

Technique	Procedures	Maximum Duration in # of Minutes
Simple Control	Looking at the offender signifying disapproval, waiting for attention before continuing the instruction, a mild reproof, posing a question to a pupil whose attention has wandered, moving around the room to trouble centers.	None
Planned Ignoring	The child receives no reinforcement (positive or negative) for the behavior.	Until behavior stops or until danger to himself or others ends.
Logical Consequences	Discussing the behavior of usual consequences with the child alone (letting the child talk, not just lecturing), bringing out other alternatives to that behavior. The agreed upon consequence is then administered, without remarks, upon display of the pre-determined behavior.	Established to suit the individual student situation.
Extinction	All personnel, including the parents, are to act consistently until the specific behavior is no longer exhibited, realizing that the behavior always increases in frequency and severity before it decreases.	Until behavior disappears.
Loss of Privileges	When applied, it is to follow as a natural, logical form of correction with no sort of retributory attitude on the part of the administrant. Ways must be made available so that, after the student has had time to examine his conduct with the help of the teacher, he can restore himself to full privileges.	Care must be exercised not to apply too long.

Technique	Procedures	Maximum Duration in # of Minutes
Positive Reinforcement	The reinforcement, in a positive manner, of good behavior by the distribution of rewards, prizes, food, and special considerations. Procedure varies, but the entire program designed by each individual teacher, is to be approved by the appropriate Supervisor (See Appendix D).	None
Time Out	The following methods of "Time Out" are acceptable: 1. Turning away from child (only in a one to one setting). 2. Hands on wall or hands in circles on blackboard. 3. Moving child to seat away from group. 4. Sitting in an area designed to be void of all stimulation, yet within visual and aural contact of the teacher. 5. Sitting in a small room which has been specifically constructed for such purpose. The teacher (or aide) is to remain in constant visual contact with the child. A door may be closed to eliminate noise, but cannot be locked.	1. 15 seconds 2. One minute "good" time 3. Until behavior stabilizes. 4. Until behavior stabilizes. 5. Until behavior stabilizes.
Corporal Punishment	The following types of corporal punishment are acceptable, provided signed parental permission has been received prior to its administration. 1. A slap on any of the four limbs. 2. A swat with the open hand to the posterior. The above approved only if administered immediately at the time of behavior and the task is resumed. 3. A spanking - several swats with the open hand to the posterior. Approved only if administered in the presence of an adult witness and when the administer is not in an angered mood. The details of the spanking are to be recorded in writing and submitted to the building principal within 8 hours and to the parents verbally within 8 hours.	1. Immediately 2. Immediately 3. Immediately

FIGURE 5

Procedures For The Administration of Approved Techniques

The techniques for the control of behavior problems within the confines of the classrooms for the severely handicapped as outlined are to be administered only when:

1. They have been reviewed with the teacher, building principal, and/or site administrator responsible for discipline.
2. All personnel working in the classroom and the site administrators have a full knowledge of the approved procedure and an understanding of which specific procedures are currently being applied to particular students.
3. The teacher has explained to the parents/guardians the full list of approved techniques and their ramifications.
4. The parents have signed the following statement and it is on file in the principal's office.

I/we understand that our child has been assigned to a Specialized Instruction classroom which has been explained to us and which we were invited to visit, and we further understand that our child can be withdrawn by us at any time.

I/we also understand that every possible effort will be made on the part of the special teacher to provide educational tasks that promote learning and success on the part of the student. We understand this program is designed to make positive changes in the student's school behavior to promote learning and social interaction at school.

The various approved methods of behavior control have been explained to me/us and we, by signing this form, consent to the administration of any or all of these procedures provided they have been administered in accordance with the copy we have been given.

We understand that these techniques are used only when a student cannot respond to the reasonable rules of the classroom or school and engages in seriously disruptive behavior. This is not intended to punish students, but to ensure their success and to see that the special classroom does not become a place where acting-out behavior dominates the generally quiet learning atmosphere of the classroom.

_____	Signed_____	_____
Witness	Parent/Guardian	Relationship
_____	Signed_____	_____
Language Spoken	Parent/Guardian	Relationship
_____	_____	
Interpreter	Date	

support and approval appears as Appendix B.

Field Test Plans - Development

Upon receiving the indicated support, the problem solving group plans to obtain parental permission as indicated in item 4 of Figure 5. If it is determined that the obtained parental signature will suffice as permission to place the student in the program, this signature must be obtained prior to the student's initial placement in the class. Therefore, plans were made for parents of all new students entering the program to be conferenced and the signature obtained prior to placement.

It was decided that upon approval of plan, parent/guardians of those students currently in the program will be conferenced prior to September,1977, for the purpose of explaining the techniques, as per item 3, Figure 5. Prior to the opening of the 1977-78 school year, the signature of the parents/guardians of all students currently enrolled in the program should be obtained as per item 4, Figure 5.

Field Test Plan - Review Process

After notification of the approval of the plan, the problem solving team determined that the procedure described in Field Test Plan Development would be followed and the reaction of those involved would be compiled after all parental signatures had been obtained. The success of the plan would be measured by:

1. The ease in explaining the program to parents.
2. The ease in obtaining their signatures.
3. The completion of the task prior to September 1977.

It was further determined that if 80% of the parents could be conferenced and their signatures obtained prior to September, 1977, the program would be successful.

CHAPTER V

RESULTS

The goal of this study was to establish a procedure, approved by teachers of the severely handicapped, site administrators, and district office administrators, for the control of behavior problems within the confines of the classroom for the severely handicapped. The results of the problem solving team's efforts have achieved this goal.

Expressing concern for the legality of administering punishment to special education students, a legal opinion was obtained. One question asked was for a legal definition of "corporal punishment." The opinion, obtained from the Riverside County Counsel, the legal advisor for the Corona-Norco Unified School District, has been included in the study as Appendix A.

A comprehensive review of the literature revealed many techniques for the control of behavior, some of which would be acceptable in public school classrooms. From this review a listing of several possible techniques was compiled and briefly described. The problem solving team was polled to discover techniques currently in use among them and each type was weighed as to positive and negative factors.

The end result of this study is an approved list of eight types of behavior control that individual classroom teachers of the severely handicapped can use. Because the list has received approval by the district office administration, the teacher has the assurance that if administered according to the procedures outlined, he/she will have the full support of

the district.

As part of the adopted procedure, parents of all students identified as severely handicapped are to be involved in a teacher conference prior to placement in the class. The purpose of the conference is to explain the different techniques that might be used with their child to control behavior and to give the parents a copy of the techniques (Appendix C). Their signatures on a form (Figure 5, item 4) is required prior to placement.

The above procedure will be used for all students admitted to the program in the future. Prior to the opening of the 1977-78 school year, the involved teachers completed the task of obtaining the necessary signatures for those students currently enrolled.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After an extensive review of the literature and an eight-month involvement of people concerned with this topic, it was possible to reach certain justifiable conclusions:

1. The legal definition of corporal punishment given by the Riverside County Counsel is compatible with the plan as developed by the project.
2. It is possible to establish a list of approved techniques to control severe behavior problems within the confines of a severely handicapped classroom.
3. The procedure established for the application of these techniques is workable and acceptable.

The teachers involved were able to explain the program to the parents with ease and indicated that obtaining the signatures was no problem. They were able to complete this task for their existing students prior to September 1, 1977. The problem solving team had considered the attainment of 80% as successful. The attainment of 100% was highly successful and beyond everyone's hopes. In the future, the form will be a requirement to the placement of any student in a class for the severely handicapped.

The staff involved is completely pleased with the end results. Their feeling that an urgent need has been met was expressed by each of the four teachers. They are comfortable in knowing which form of discipline they can use without fear of reprisal from the administration. The administration,

on the other hand, is satisfied with the guidelines as a policy for the specific form of discipline that can be expected in classrooms for the severely handicapped. The unanimous comment from the administrators involved is that they no longer should feel apprehensive in talking to the parents of the students in the class. In the past, the parents on occasion would call to discuss a student report of a teacher's response to a misbehavior. The principal found himself at a loss to explain or justify the action, and would have to investigate the situation before a reasonable response could be made. This new procedure will allow the site administrator to have a better understanding of the situation and its adoption will allow for a smoother operation of the program.

Perhaps the greatest response came from the parents involved. After the parent-teacher conference to explain the procedure and the form, there was no hesitation on the parents' part to sign the necessary paper. They felt assured that proper methods of behavior control would be used in the classroom and that they had a better understanding of the reason for the administration of the various types of control. Many of the parents requested additional information and expressed a desire to use some of the techniques in the home.

All involved in the final process -- the teachers, administrators, and parents -- are extremely pleased with the end result. It has opened new doors of communication and all involved feel more comfortable in the overall operation of the classes for the severely handicapped.

Recommendations

Based on the result and conclusions of this study, the following recommendations are suggested as procedures to be adopted:

1. Upon assignment to a class for the severely handicapped, the teacher and aide will become completely familiar with the approved techniques for behavior control as outlined in Figure 4.
2. Upon the assignment of a severely handicapped class to his/her campus, the building principal will become familiar with the approved list and will inform all of the administrators under his/her jurisdiction of the approved techniques.
3. Upon certification of a pupil to a class for the severely handicapped and prior to placement in the class, a parent-teacher conference will be held. The purpose of the conference is to:
   a. review the purpose of assignment to the class,
   b. discuss the various techniques of behavior control approved for use in the class,
   c. obtain the parents' signatures on the form, indicating their approval of the administration of any or all of the listed techniques.
4. If the parent refuses to sign the approval form, the child will not be assigned to the designated class.

These procedures, as recommended by the problem solving team, have been adopted by the Corona-Norco Unified School District as operating procedure.

APPENDICES

communicate innovate motivate educate –

CORONA-NORCO UNIFIED SCHOOL DISTRICT
DEPARTMENT OF SPECIALIZED INSTRUCTION

March 10, 1977

TO: John Harper

FROM: Jim Johnson

RE: QUESTIONS

The following questions are presented assuming that teachers of the severely emotionally disturbed and autistic in the Corona-Norco Unified School District are familiar with the following Education Code section.

> *Section 49001 (a) Corporal punishment shall not be administered to a pupil without the prior written approval of the pupil's parent or guardian. The written approval shall be valid for the school year in which it is submitted but may be withdrawn by the parent or guardian at any time.*

1. What are specific forms of physical contact, not considered corporal punishment and not requiring prior written approval by the pupil's parent or guardian, that a teacher can have with a student who is engaged in willful disobedience?
   Example: - a slap on the hand
   - physically guiding a student to his seat or work station.

2. Does above Education Code Section apply when a child, in the opinion of the teacher or aide, is endangering others?
   Example: - choking or hitting another student or adult

3. When a parent or guardian gives prior written approval for the teacher or aide to administer corporal punishment,
   a. Must there be a witness?
   b. Can a witness be any other person, or must it be an employee?
   c. Can it be another student?
   d. Who determines if the administered punishment is extreme?
   e. What legal backing does the teacher have
      (1) for a case determined to be extreme?
      (2) for a case determined not to be extreme?
   f. Must seeking a witness take precedence over immediacy of corporal punishment?

4. Is constraint considered corporal punishment?
   Example: - tie in seat
   - lock in time out room

5. When a child is placed in a time out area, must visual contact be maintained between student and employee?

6. Are there specific court cases setting precedents on the above subjects?

JJ:cf

Appendix A

April 14, 1977

W. W. Miller
Riverside County
Office of the County Counsel
3535 10th Street
Riverside, CA 92501

Dear Bud:

On behalf of the Corona-Norco Unified School District, I'm writing you regarding corporal punishment. Education Code Section 49001 (a) provides that corporal punishment may not be administered to pupils without written parental consent.

Because of the methods used in behavior modification of special education pupils, the Director of Specialized Instruction has asked whether or not a legal definition of corporal punishment exists or whether there is case law on the subject.

Rather than a formal opinion, a return phone call would suffice. Thanks.

Yours truly,

John R. Harper
Administrative Assistant-to-the-Superintendent/
Employee Relations

JRH/er

OFFICE OF THE
COUNTY COUNSEL
RIVERSIDE COUNTY
3535 TENTH STREET, SUITE 3
RIVERSIDE, CALIFORNIA 9250
TELEPHONE (714) 787-2421

RAY T. SULLIVAN, JR.
COUNTY COUNSEL
JAMES H. ANGELL
ASSISTANT
GERALD J. GEERLINGS
SENIOR DEPUTY

DEPUTIES
JOEL BRAND
W. W. MILLER
STEVEN A. BROILES
PETER H. LYONS
JERRY A. SCHEER
LOYAL E. KEIR
GERALD BLANKENSHIP JR.
ROBERT WESTMEYER
EDWARD D. PALMER
L. THOMAS KRAMELSKI
WILLIAM C. KATZENSTEIN
WILLIAM P. MCNAMES
TIMOTHY J. DAVIS
DIANE K. BARTOLI

MAY 1977
RECEIVED
Employee Relations
Corona Norco Unified
School District

May 24, 1977

Dr. Augustine Ramirez
District Superintendent
Corona-Norco Unified School District
300 Buena Vista Avenue
Corona, California 91720

Attention: Mr. John R. Harper, Administrative
Assistant-to-the Superintendent

Re: Corporal Punishment

Dear Dr. Ramirez:

By letter dated April 14, 1977, you have asked whether or not there is a legal definition of corporal punishment, or whether there is case law on this subject. The answer to both your queries is in the affirmative.

As you have correctly indicated in your letter, corporal punishment may be administered in California only with the written approval of the parent or guardian [Education Code §49001(a)]. The legal definition of corporal punishment, in its enlarged meaning, such punishment of, or inflicted upon, the body, including imprisonment. Under some statutory interpretations it has been held to mean in its primary and restricted meaning, punishment upon the body, as infliction of pain such as whipping, rather than imprisonment [22 Colo. 251, 255]. Webster's New International Dictionary, 2d Edition defines punishment: "Punishment applied to the body of the offender, including imprisonment."

There are enumerable recent cases involving the application of corporal punishment. The most recent decisions being that of the United States Supreme Court in Ingrahm v. Wright, dated April 19, 1977, CCH U.S. Supreme Court Bulletin, SCB 1735. As soon as this decision is reported we will advise you of the citation. The case exhaustively describes the issue of corporal punishment and determined the following issues:

1. Whether paddling of students as a means of corporal punishment in the public schools, as a means of maintaining school discipline, constitutes cruel and unusual punishment in violation of the 8th Amendment of the U.S. Constitution;

2. To what extent that paddling is constitutionally permissible. Whether the "Due Process Law" of the 14th Amendment requires prior notice and an opportunity to be heard.

The Supreme Court held that corporal punishment by paddling did not violate the 8th Amendment of the Constitution and was not cruel or unusual punishment, nor did it require prior notice and an opportunity to be heard under the Due Process Law of the 14th Amendment. The Court did hold that the punishment must be moderate and that there existed the possibility of criminal and civil liability for the use of corporal punishment. The statute in question, Florida Stat. 23227--Corporal Punishment, was defined as:

> "The moderate use of physical force or physical contact by a teacher or principal as may be necessary to maintain discipline or to enforce school rules."

The general discussion throughout a great majority of the cases, in applying the rules relating to corporal punishment, have generally considered corporal punishment to be the application of a paddle or some similar instrument to the posterior or spanking on the buttocks.

The cases dealing with the other forms of physically touching the students, such as slapping, slugging, kicking, twisting of the arm, stomping on the student, or like forms of behavior have been held to be batteries and subject to criminal and civil penalties. In California, People v. Curtis 116 CA 771, found a teacher guilty of violation of Penal Code Section 273(a) for spanking a child. Subsequent to the Curtis case, Penal Code Section 273(a) has now been made a felony and provides that any person who, under circumstances or conditions likely to produce great bodily harm or death, wilfully causes or permits any child to suffer, or inflicts thereon unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of such child to be injured, or willfully causes or permits such child to be placed in such situation that its person or health is endangered, is punishable by imprisonment in the county jail not exceeding 1 year, or in the state prison for not less than 1 year no more than 10 years.

Also, Education Code Section 44807 limits the amount of force that can be used by a teacher, to that degree of physical control of a pupil that a parent would be legally privileged to exercise, but in no event shall it exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

Under the provisions of Education Code Section 49000 the governing board of a distirct may adopt rules and regulations authorizing certificated personnel to administer reasonable corporal or other punishment to pupils when such action is deemed an appropriate corrective measure. Generally, the rules and regulations adopted by a majority of the districts provide that corporal punishment shall be defined as the application of a hand or paddle to the seat or posterior of the pupil to provide discipline or to enforce school rules. The manner in which it is applied is usually defined as reasonable in amount and administered without anger and only after it has been ascertained that there are no health conditions that exist which could cause injury to the pupil, and that it be witnessed by one or more members of the faculty, and that the parents be notified of the corporal punishment after the fact. All of this is viewed in light of the requirement of the Code above referenced that the parents give written consent to the administering of corporal punishment.

Your letter indicates that the Director of Specialized Instruction, who is involved in behavior modification of special education pupils, requested such a definition. We call your attention to an article in Standford Law Reviews Vol. 29, No. 1, pp. 93-126 entitled: "Coercive Behavior Control in Schools: Reconciling," Individually Appropriate Education With Damaging Charges in Educational Status." This Law Review article discusses in length the morality and legality of use of behavior modification therapy and psychostimulant drug treatment and how it has intruded upon the psychological and physical privacy of children so forcefully that it may be regarded as "coercive". This is in line with the current trend toward distrust of and abuse of psychological stimulant drugs for both public school and criminal institutions in the future.

In summary, reading of Ingrahm v. Wright, supra and the Standford Law Review, ibid, will give an overview to the current legal trends in both the area of corporal punishment and coercive behavior control in the educational setting.

Very truly yours,

Ray T. Sullivan, Jr.
County Counsel

By: W. W Miller
Deputy County Counsel

WWM:vc

Article 5 Prohibition of Corporal Punishment

49000. The governing board of any school district may adopt rules and regulations authorizing teachers, principals, and other certificated personnel to administer reasonable corporal or other punishment to pupils when such action is deemed an appropriate corrective measure except and to the extent that such action is permissible as provided in Section 49001.

49001. (a) Corporal punishment shall not be administered to a pupil without the prior written approval of the pupil's parent or guardian. The written approval shall be valid for the school year in which it is submitted but may be withdrawn by the parent or guardian at any time.

(b) If a school district has adopted a policy of corporal punishment pursuant to Section 49000, at the beginning of the first semester or quarter of the regular school term the governing board of each such school district shall notify the parent or guardian in a manner similar to that provided pursuant to Section 48980 that corporal punishment shall not be administered to a pupil without the prior written approval of the pupil's parent or guardian.

APPENDIX B

CORONA-NORCO UNIFIED SCHOOL DISTRICT
300 BUENA VISTA AVENUE · CORONA, CALIFORNIA 91720 · 714/736-3301

AUGIE RAMIREZ, Ed.D., Superintendent
Telephone 714/736-3251
Paul V. Buckley, Asst. Superintendent
Administrative Services · 736-3386
Austin M. Mason, Ed.D., Asst. Superintendent
Instructional Services · 736-3341
W. Neal Wright, Asst. Superintendent
Personnel Services · 736-3286

BOARD OF EDUCATION
Glen A. Coulter
Pauline G. Fiardo
Willard C. Love
Peg Schumate
Louis VanderMolen

TO: James Johnson,
Coordinator of Specialized Instruction

FROM: Austin M. Mason,
Assistant Superintendent, Instruction

DATE: September 2, 1977

This memo will serve as official notification to you and your problem solving team that the following have the full approval and support of the district office administration:

1. The chart, "Techniques for the Control of Behavior Problems Within the Confines of Classroom for the Severely Handicapped.
2. The listed procedures for the administration of the approved techniques.

I am pleased that this list and the procedures for their administration has been developed and feel its application is another positive step in the growth of our district.

Austin M. Mason

Appendix C

CORONA-NORCO UNIFIED SCHOOL DISTRICT
Department of Specialized Instruction

Techniques for the Control of Behavior Problems Within
The Confines of the Classroom for the Severely Handicapped

Technique	Procedures	Maximum Duration in # of minutes
Simple Control	Looking at the offender signifying disapproval, waiting for attention before continuing the instruction, a mild reproof, posing a question to a pupil whose attention has wandered, moving around the room to trouble centers.	None
Planned Ignoring	The child receives no reinforcement (positive or negative) for the behavior.	Until behavior stops or until danger to himself or others ends.
Logical Consequences	Discussing the behavior of usual consequences with the child alone (letting the child talk, not just lecturing); bringing out other alternatives to that behavior. The agreed upon consequence is then administered, without remarks, upon display of the pre-determined behavior.	Established to suit the individual student situation.
Extinction	All personnel, including the parents, are to act consistently until the specific behavior is no longer exhibited, realizing that the behavior always increases in frequency and severity before it decreases.	Until behavior disappears.
Loss of Privileges	When applied, it is to follow as a natural, logical form of correction with no sort of retributory attitude on the part of the administrant. Ways must be made available so that, after the student has had time to examine his conduct with the help of the teacher, he can restore himself to full privileges.	Care must be exercised not to apply too long.

Technique	Procedures	Maximum Duration in # of Minutes
Positive Reinforcement	The reinforcement, in a positive manner, of good behavior by the distribution of rewards, prizes, food, and special considerations. Procedure varies, but the entire program designed by each individual teacher, is to be approved by the appropriate supervisor (See Appendix D).	None
Time Out	The following methods of "Time Out" are acceptable: 1. Turning away from child (only in a one-to-one setting). 2. Hands on wall or hands in circles on blackboard. 3. Moving child to seat away from group. 4. Sitting in an area designed to be void of all stimulation, yet within visual and aural contact of the teacher. 5. Sitting in a small room which has been specifically constructed for such purpose. The teacher (or aide) is to remain in constant visual contact with the child. A door may be closed to eliminate noise, but cannot be locked.	 1. 15 seconds. 2. One minute "good" time. 3. Until behavior stabilizes. 4. Until behavior stabilizes. 5. Until behavior stabilizes.
Corporal Punishment	The following types of corporal punishment are acceptable, provided signed parental permission has been received prior to its administration. 1. A slap on any of the four limbs. 2. A swat with the open hand to the posterior. (The above approved only if administered immediately at the time of behavior and the task is resumed.) 3. A spanking - several swats with the open hand to the posterior. (Approved only if administered in the presence of an adult witness and when the administrant is not in an angered mood. The details of the spanking are to be recorded in writing and submitted to the building principal within eight hours and to the parents verbally within eight hours.	 1. Immediately 2. Immediately 3. Immediately

TEACHER_____
SCHOOL_____
Program_____
Level_____

CORONA-NORCO UNIFIED SCHOOL DISTRICT
Department of Specialized Instruction

Approved for ____S.Y.
Dept. of Spec. Inst.
By_____
Date_____

SUPPORTIVE EFFORTS FOR SOCIAL AND ACADEMIC CHANGE
(Submit in duplicate)

Type(s) of behavior modification used:

____ OPERANT CONDITIONING
(Rewarding successive approximations toward desired goal).

____ CONTINGENCY MANAGEMENT
(Reward is contingent upon desired behavior or completion of a certain task).

POSITIVE REINFORCEMENT USED:

1. Primary Reinforcement (edibles)

_____

2. Token Economy (checkmarks, stars, grades, etc.)

_____

3. Social Rewards (approval, free time, etc.)

_____

NEGATIVE REINFORCEMENT USED: (loss of privileges, time-outs, loss of checkmarks, exclusion, etc.)

1. _____
2. _____
3. _____
4. _____

SCHEDULES USED:

Continuous:

____ 100% Reinforcement after every desired response.

Intermittent:

____ Fixed interval (specific time lapse, i.e., after every 10 minutes)

____ Variable interval (varied time lapse, i.e., after 2 minutes, then 10 minutes, then 5 minutes)

____ Fixed ratio (after "X" number of responses)

____ Variable ratio (after varied number of responses)

COST:

Estimated cost of reward system per student/per school year. $_____.

Estimated cost of reward system per class/per school year. $_____.

APPROPRIATE SOCIAL AND ACADEMIC BEHAVIORS THAT ARE REWARDED:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

INAPPROPRIATE SOCIAL AND ACADEMIC BEHAVIORS THAT RESULT IN LOSS OF REWARD:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Attach a copy of the contract, bonus card, grading sheet, or other form used in the classroom.

Appendix E

CORONA-NORCO UNIFIED SCHOOL DISTRICT
Department of Specialized Instruction

I/we understand that our child has been assigned to a Specialized Instruction classroom which has been explained to us, and which we were invited to visit; and we further understand that our child can be withdrawn by us at any time.

I/we also understand that every possible effort will be made on the part of the special teacher to provide educational tasks that promote learning and success on the part of the student. We understand this program is designed to make positive changes in the student's school behavior to promote learning and social interaction at school.

The various approved methods of behavior control have been explained to me/us and I/we, by signing this form, consent to the administration of any or all of these procedures provided they have been administered in accordance with the copy we have been given.

We understand that these techniques are used only when a student cannot respond to the reasonable rules of the classroom or school and engages in seriously disruptive behavior. This is not intended to punish students, but to insure their success and to see that the special classroom does not become a place where acting-out behavior dominates the generally quiet learning atmosphere of the classroom.

_____	Signature	_____	_____
Witness		Parent/Guardian	Relationship
_____	Signature	_____	_____
Language Spoken		Parent/Guardian	Relationship
_____		_____	
Interpreter		Date	

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